



College of Education
TEMPLE UNIVERSITY®

**SOLVING DISPROPORTIONALITY AND ACHIEVING
EQUITY:**

BUILDING ARKANSAS EQUITY COMMUNITY

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TODAY'S PURPOSE

Goals:

- Understand disproportionality concept
- Understand and practice root cause process
- Understand and practice bias-based beliefs

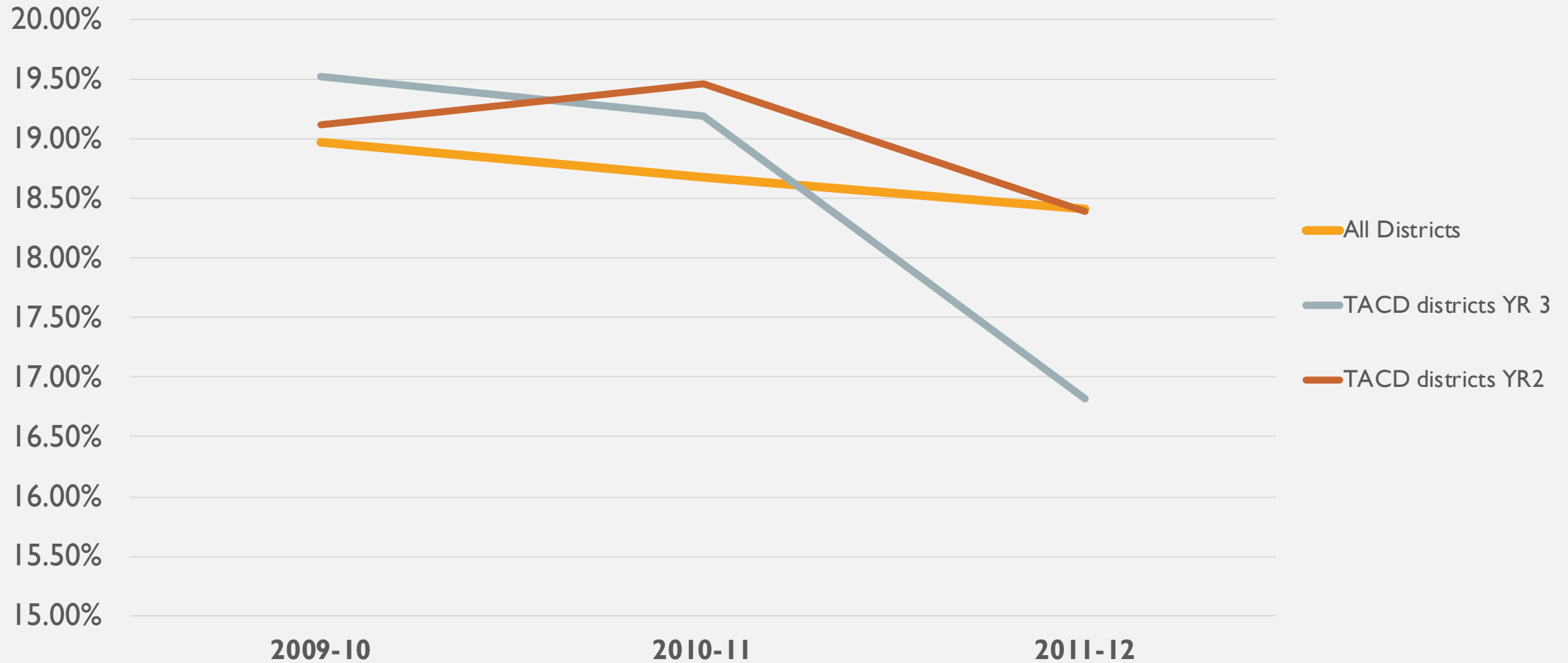
Learning Outcomes:

- Calculate our disproportionality data
- Define our process gaps that lead to disparity
- Broad understanding of educational equity definitions and frame for developing new educational equity goals (numerical, access/opportunity, and belief)

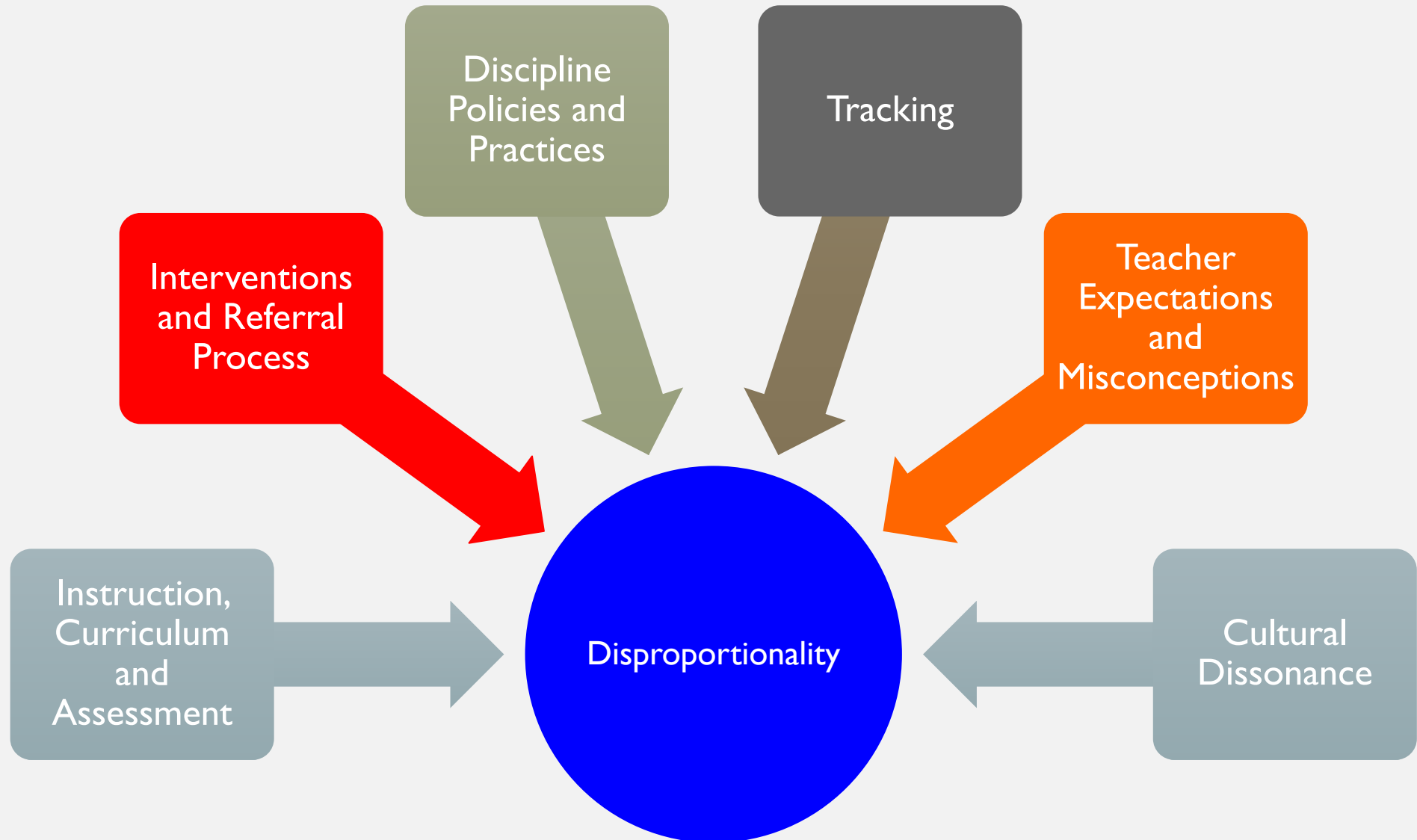
DISPROPORTIONALITY IS:

- The over-representation of specific groups in special education programs in relation to their representation in the overall enrollment, and/or the under-representation of specific groups in accessing intervention services, resources, programs, rigorous curriculum and instruction.
- The over-representation of students with disabilities by race and ethnicity in suspension by duration, frequency, and intensity
 - The 1997 amendment of IDEA [20 U.S.C. §1418(c), 1998] established a specific policy approach for identifying disproportionality in special education and suspension.
 - The 2004 IDEA statute also included (a) guidance for states to monitor disproportionality, (b) to describe the formula used for identifying disproportionate districts, (c) to require districts found with “significant disproportionality” to set aside up to 15% of IDEA funds for coordinated early intervening services, and (d) require the school district to publicly report on the revision of policies, practices, and procedures.
 - The December, 2016 regulations on “significant disproportionality” included: (a) common use of relative risk ratio formula; (b) states establish threshold of disproportionality; (c) states establish a reasonable threshold with statewide stakeholder group; (d) states can determine reasonable progress and whether to identify districts.
 - Current NPRM February 2018, seeks commentary on delaying the implementation of the December 2016 significant disproportionality regulations until 2020.
 - July 2018, USDOE delayed implementation because “The Department also believes that the racial disparities in the identification, placement, or discipline of children with disabilities are not necessarily evidence of, or primarily caused by, discrimination...”

2009-2012 CLASSIFICATION RATE OF BLACK STUDENTS



WHAT CAUSES DISPROPORTIONALITY?

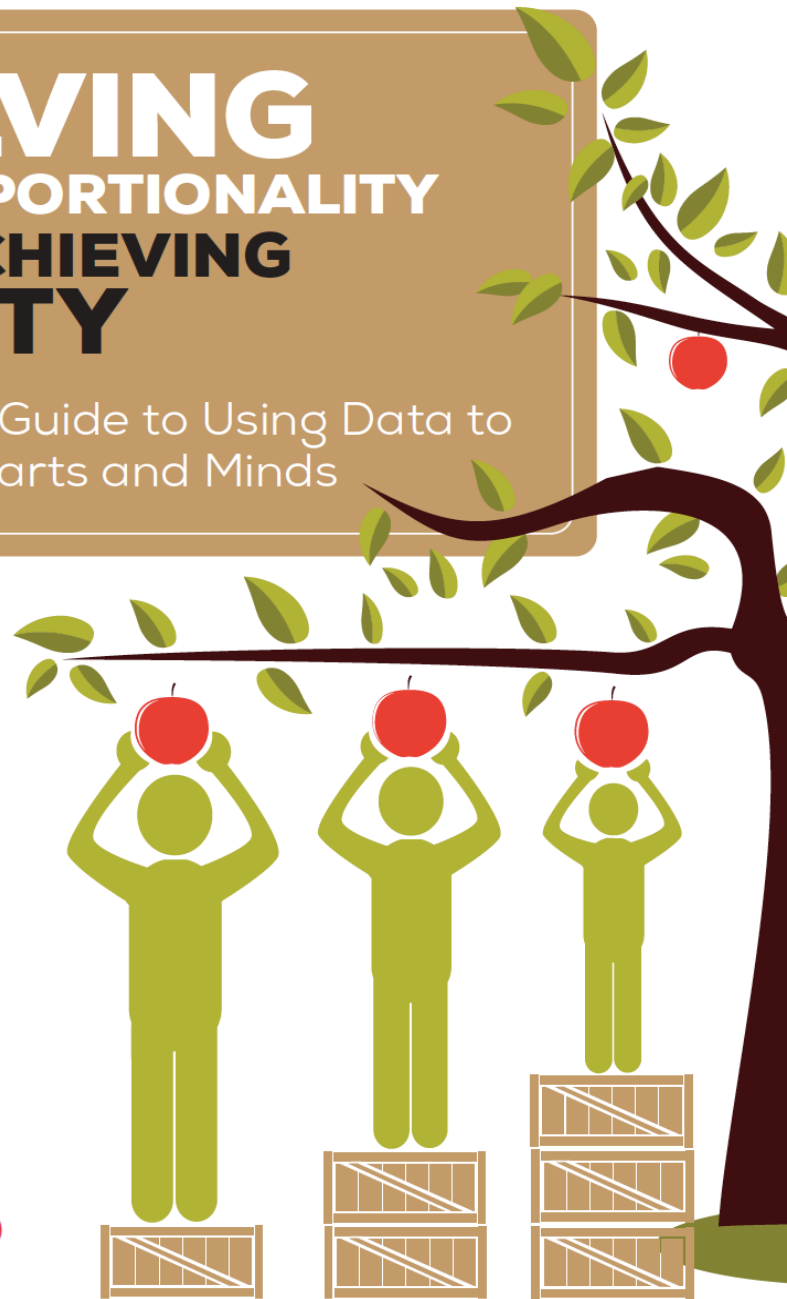


LET'S EMBARK ON
DISCUSSING HOW TO
ADDRESS
DISPROPORTIONALITY...

SOLVING DISPROPORTIONALITY AND ACHIEVING EQUITY

A Leader's Guide to Using Data to
Change Hearts and Minds

**EDWARD
FERGUS**



WHAT TO EXPECT-THE 3 CORE TENSIONS

- What can **I** do?



Each practitioner routinely questions his/her own personal readiness to become the type of professional who can successfully engage issues of difference in his or her life and practice.

- What **can** I do?



Practitioners routinely question the power of the individual educator to counteract structural or societal problems of race and class inequality via school practice.

- What can I **do**?



Practitioners routinely search for concrete actionable steps they can take in their programs, questioning how abstract ideas of theories about race and class inequality and difference can help them.

CONTRACT

PUSH your growing edge

CONSIDER what's in it for you and where you're going

LISTEN with respect and stay engaged

STRUGGLE together and expect to experience discomfort

SPEAK your “truth” and respect the “truth” of others

“As we struggle together, we will have hit the growing edge—push your growing edge!”



-The People's Institute for Survival and Beyond



We are all well-intentioned, good people who want to see all of our children succeed in school.



No one of us has all of the answers to the many complex questions about difference in a multi-racial, ethnic and linguistic society.



Some of us would much rather not talk about cultural differences such as race, but we agree to enter into this conversation under the agreement of trust and good will.



Seeking safety in equity dialogues involves being heard, discussing our uncomfortable topics, making room to not know and seek understanding.



We must embrace the inherent risk within the conversations and actions to address disparity

ASSUMPTIONS

OUR EQUITY WORK INVOLVES THREE COMPONENTS...



Numerical

Name the outcome to be changed



Social Justice

Name the access and opportunity to achieve and/or change



Culture/Belief

Name and reduce the beliefs that frame and impact perceptions of cognitive and behavioral abilities

DEVELOPING EQUITY DRIVEN
PRACTICE IS MORE THAN
JUST EFFICIENT
PRACTICES...WE HAVE TO
COUPLE IT WITH REMOVAL
OF BIAS-BASED BELIEFS

POST-1947 MENDEZ V. WESTMINSTER AND POST-1954 BROWN V. BOARD: TWO INTEGRATION PROJECTS BEGAN



1. Integration of Latino/a, Black, Asian, and Native American children with White children.
2. Integration of Latino/a, Black, Asian, and Native American children with White teachers!

We need to address our social understanding of each other and why it frames our practice!

March 13, 1953, Topeka, Kansas

Dear Miss Buchanan:

Due to the present uncertainty about enrollment next year in schools for negro children, it is not possible at this time to offer you employment for next year. If the Supreme Court should rule that segregation in the elementary grades is unconstitutional our Board will proceed on the assumption that the majority of people in Topeka will not want to employ negro teachers next year for White children. It is necessary for me to notify you now that your services will not be needed for next year. This is in compliance with the continuing contract law...I believe that whatever happens will ultimately turn out to be best for everybody concerned.

Sincerely,

Wendell Godwin, Superintendent of Schools

THESE SENTIMENTS
OF BIAS-BASED
BELIEFS ABOUT
EACH OTHER CAME
FROM DIFFERENT
PARTS OF THE
COUNTRY...

Sir:

Why are Negroes supposed to be allowed in White schools when they have their own? Why? Is it a crime now for White people to live as they wish as a separate race?

So, Mr. President, I ask again, why is this being forced? Would you sit idle and let an intruder enter your home, especially if you knew you and yours whole lives would forever be changed. THINK!

There is no point or reason why 9 men should try to make a law at the request or pressure of a few, to tell 40 million people what to do.

I fail to see how you or any American can have a feeling for the Hungarian people, and on the other hand try to force this mixing of the races on us.

I am a veteran of 33 months overseas in World War II and always considered it a duty and privilege, but never having a real personal reason as close as this. Now I am the father of 2 children and have a big stake in this issue. I feel more free to lay down my life, if necessary, over this than any wartime feeling with an overseas enemy. I am 38 years old, have never been arrested or connected with any police in any way whatsoever.



Cathedral of Our Saviour

CHURCH HOUSE, 215 WEST 69th STREET, NEW YORK 23, NEW YORK • TRAFALGAR 4-8743

EASTERN ORTHODOX CATHOLIC CHURCH IN AMERICA

September 25th, 1957

President Dwight D. Eisenhower
White House
Washington D.C.

Mr. President:

As a Republican for forty years of my life - as one who has not only voted twice for your election, but ardently supported you in controversies of all types that have arisen in my community - as one who has contributed to 'Citizens for Eisenhower' - as one who has favored integration as a 'must' in American life - as one who functions in a Church which has a negro clergy on its staff, alongside the white clergy, such as myself - I must tell you I have never been so deeply disappointed in you as I am this day.

Your ambiguous statements on television and evasion of frankness - your sending of Federal troops into a Sovereign State - your humiliating of a governor of a State - your taking of control away from all lawful local authorities without allowing full working of American law, custom and tradition to have its expression - all these things, plus your statement last June that you could not see how Federal troops would ever be used in the integration problem, show me that either your word has lost its honesty or that thru moral weakness you are being governed by 'aides' who have vision, but a type of vision which smacks of politics. November elections being close at hand, it is only natural that efforts would be taken to gather-in votes. BUT, Mr. President, please not thru such methods as this.

Unless a reversal of your stand is taken, I assure you that the Republican Administration will get no support from me in the foreseeable future, not that it may matter to the destiny of the administration, but my personal fidelity and striving to support your ideals will no longer be directed towards you or your administration.

I reiterate: I am deeply disappointed in you and your administration.

Respectfully,

Rev. Fr. Richard P. Adair
Rev. Fr. Richard P. Adair

St. Petersburg, Fla.
September 25, 1957

17

President of the United States of America
The White House
Washington, D. C..

Dear President Eisenhower:

(Please, Secretaries, let this letter pass to the addressee. I request my civil right to contact my leader in the only way possible for me as a humble citizen.)

You have been in my prayers lately. I am a mother of school children greatly concerned for the physical safety of my children even above a good education, which has been our ultimate goal in life. In this Democracy with equality, freedoms and the pursuit of happiness as a foundation; is it true that we would be forced to endanger (the health, mental attitude and the very lives) our children against our will? To sacrifice in war is horrible enough but this will far surpass any youth gang war and the loss will be yours and every citizen's.

Children are becoming more conscious of the differences in races than ever before, fathers are promising their sons protection in the form of guns, mothers are weeping to think of the daughters who will be exposed to venereal disease germs and the immoral ways of life that destroy home life. I believe you are doing what you think is best for the entire country and that with guidance from God you will do right regardless of unpopularity at home or abroad. Our forefathers did not take advice from other countries as to how to govern this nation they realized our problems were specific and had to be met by local contact. I have toured West Point but I would not presume to give you any military advice, however, I know of what I speak in this letter in no way that you possibly could.

Nations rise and fall. At a certain peak of prosperity decline is preceded by an intermingling of races, which is not in accord with God's laws. He does not want intermarriage nor contributing factors. Separate and equal education facilities are wanted by both races if given a chance to say so.

THOUGH WE'VE REMOVED THE LEGAL FRAMEWORKS JUSTIFYING
OUR BIAS, IT DOES NOT MEAN WE HAVE NOT STOP DRINKING
FROM THAT SAME WATER FOUNTAIN OF BIAS...



WE WALKED INTO EQUITY
WORK WITH MINIMAL CROSS
CULTURAL EXPERIENCES TO
REDUCE OUR BIAS-BASED
BELIEFS ABOUT EACH OTHER



PUBLIC RELIGION RESEARCH INSTITUTE (2014) RACIAL HOMOGENEITY OF SOCIAL NETWORKS

Table 3. Racial Homogeneity of Social Networks

		Among...		
Percent of network that is entirely composed of people who are...	<u>All Americans</u>	<u>White Americans</u>	<u>Black Americans</u>	<u>Hispanic Americans</u>
All White	53	75	2	9
All Black	8	*	65	1
All Hispanic	7	*	1	46
Racially Mixed	24	15	23	34
No members named	8	8	9	10

Source: Public Religion Research Institute, American Values Survey, October 2013

LIMITED DIVERSE SOCIAL
EXPERIENCES PREVENTS BUILDING
UNDERSTANDING FROM AND
ABSORBING OTHER PERSPECTIVES

ED TRUST-NY STUDY OF TEACHER DIVERSITY 2017

- More than 115,000 Latino and Black students attend schools with **no teachers** of the same race or ethnicity and an additional 80,000 Latino and Black students attend schools with just one teacher of the same race or ethnicity.
- White students across New York State also lack access to Latino and Black teachers. In fact, nearly half of all White students — **48 percent, or more than 560,000 White students — are enrolled in schools without a single Latino or Black teacher.**

THESE SEGREGATED SOCIAL
LIVES ASSIST IN
DEVELOPING/MAINTAINING BIAS-
BASED BELIEFS ABOUT EACH
OTHER...





WHO IS THE CONVICTED FELON?

A photograph of Barack Obama and George W. Bush standing side-by-side, both wearing dark suits and blue patterned ties. The image is dimmed, and a white rectangular box is superimposed over the center, containing text.

WHICH ONE HAD A 2.35 GPA IN
COLLEGE? AND 3.7 GPA?

TYPES OF BIAS-BASED BELIEFS

FERGUS, E. (2016). "TEACHER BELIEFS ABOUT RACE IN SCHOOL DISTRICTS WITH OVERREPRESENTATION OF BLACK AND LATINO STUDENTS IN SPECIAL EDUCATION AND BEHAVIORAL REFERRALS." THREE FORMS OF BIAS-BASED BELIEFS

1. **Colorblindness:** 1) removes race identifiers; and 2) uses personal lens for viewing interaction. This belief can be showcased through interaction with individuals as identity-neutral "individuals", or looking for the commonalities between individuals.
2. **Deficit-thinking:** Premised on cultural and/or genetic deficiencies and used within education to explain academic performance as a result of deficiencies within an individual and/or group.
3. **Poverty-disciplining:** Premised on the notion that poverty happens because of individual behaviors and psychological dispositions. This belief is used to develop practices that are intended to change "poverty" behaviors.

WHY ARE BELIEFS SO IMPORTANT
TO UNPACK?

BELIEFS



A belief system embodies the myths, values, and ideologies of the group.



Beliefs are often invisible to those who hold them.



Beliefs are formed from our everyday experiences



Beliefs shape our practices, guide how people do things, and, in turn, determine what skills and capabilities people develop.



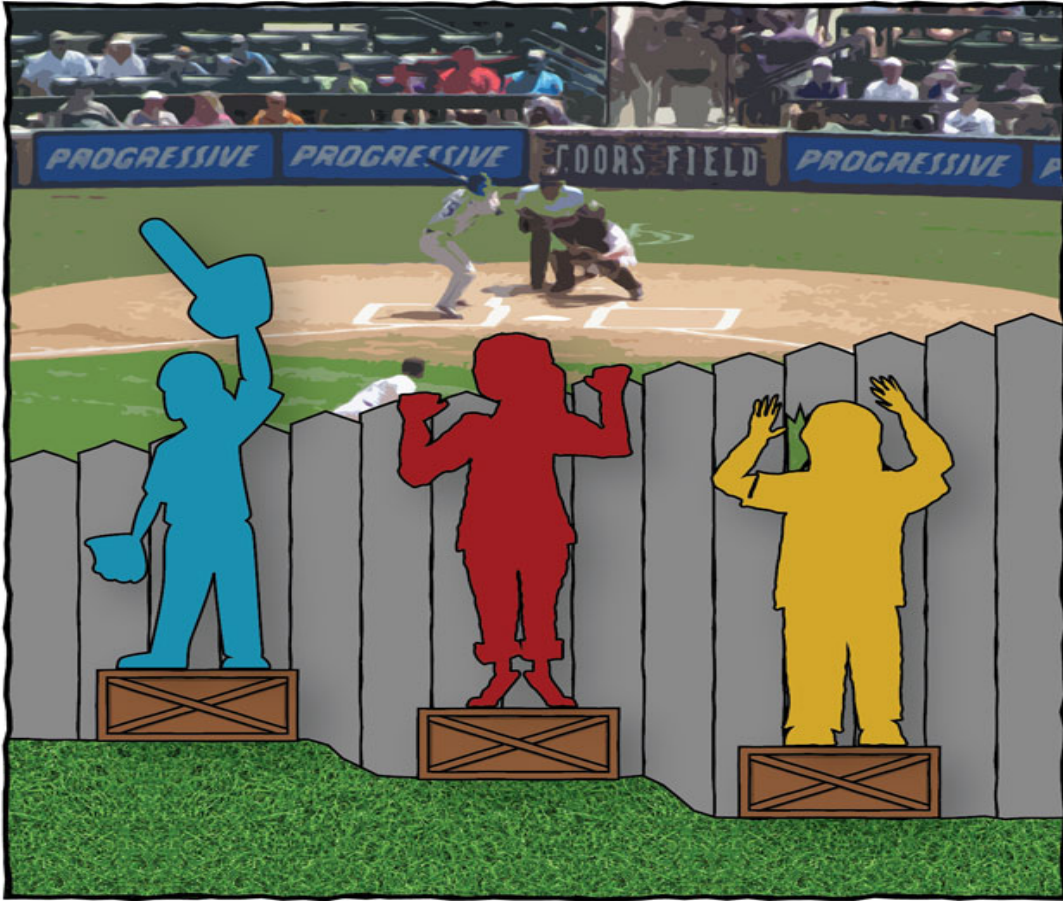
Beliefs shape our actions.

HOW BELIEFS INFORM OUR ACTIONS

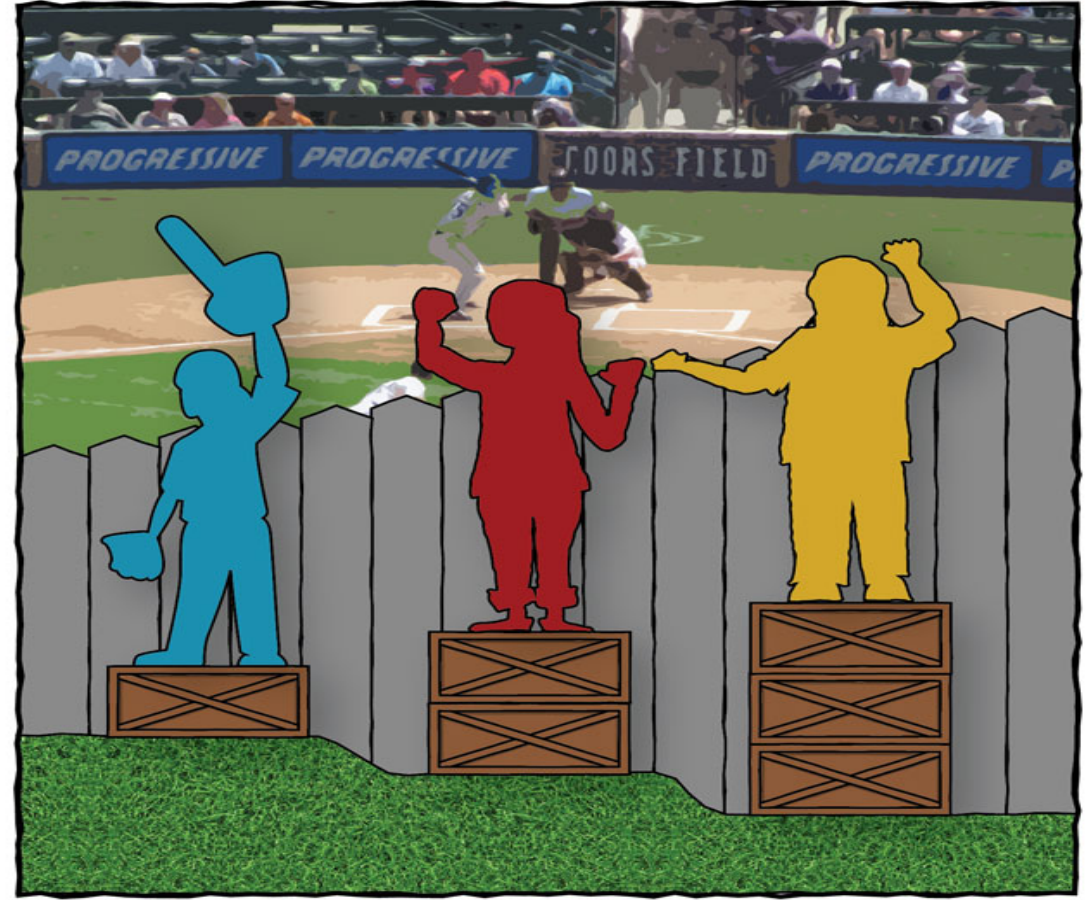
- Would you stand up for a senior citizen on a bus? Why?
- Would you let a blind person cut in front of you in a grocery line? Why?
- Would you give money to a homeless person on the street? Why?
- Would you stop to help a stranger with a flat tire on the side of a dark road?

How does race, ethnicity and gender change your action?

WE NEED TO INSTITUTE EQUITY FIRST BEFORE
GETTING TO EQUALITY IN ORDER TO ADDRESS
INEQUALITY!



EQUALITY



EQUITY

THOSE EVERYDAY
EXPERIENCES IF BIASED FEED
OUR BELIEFS AND VALUES ...

Break Time



IN ORDER TO WALK INTO OUR EQUITY
WORK THIS MEANS THREE COMPONENTS
NEED TO BE OPERATIONALIZED...



Numerical

Name the outcome to be changed



Social Justice

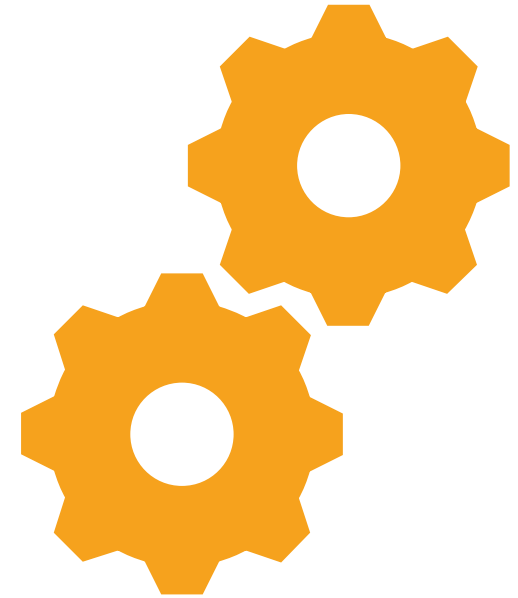
*Name the access and opportunity to
achieve and/or change*



Culture/Belief

*Name and reduce the beliefs that
frame and impact perceptions of
cognitive and behavioral abilities*

NUMERICAL COMPONENT: ROOT CAUSE ANALYSIS



WHAT IS ROOT CAUSE ANALYSIS?



Root Cause Analysis (RCA) is any structured approach to **identifying the factors** that resulted in the:

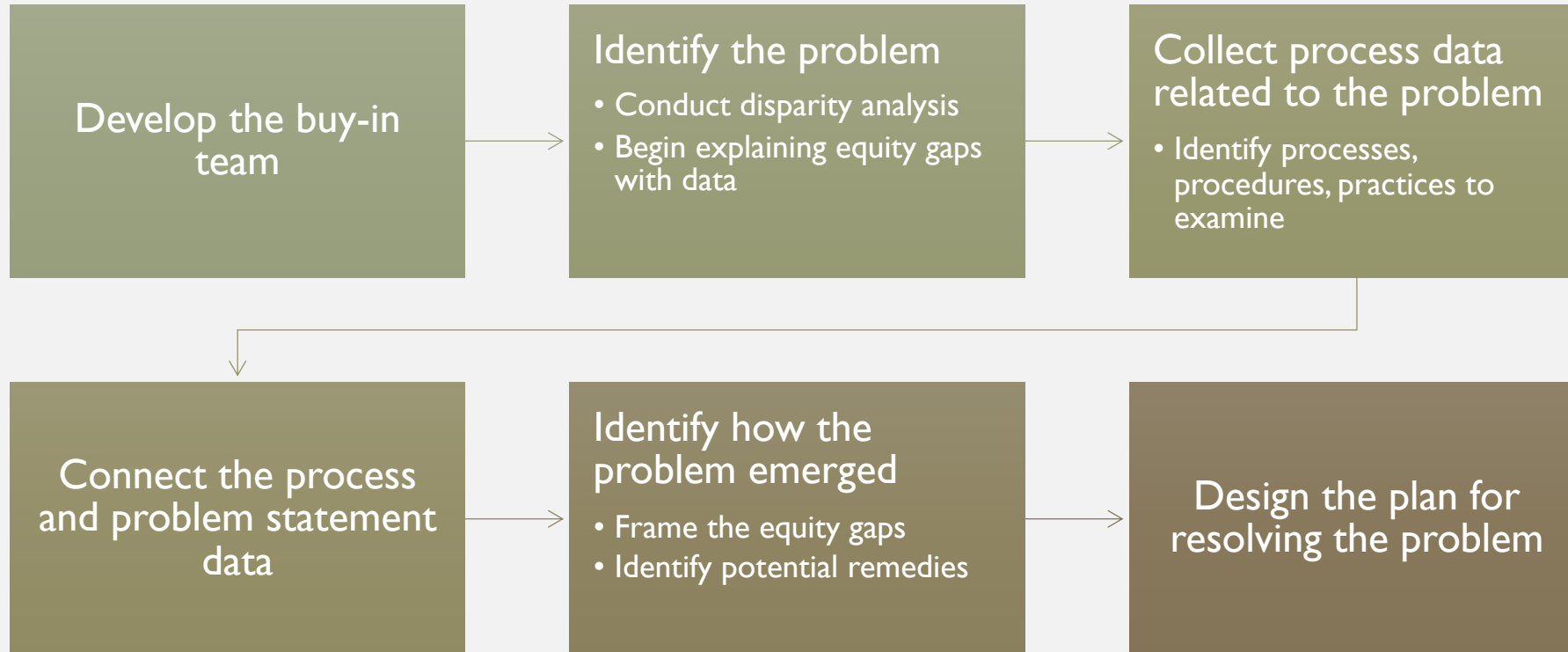
- nature
- magnitude
- location
- timing

of the harmful outcomes of one or more past events.



ROOT CAUSE FOR EXAMINING HOW
DISPARITY EMERGED...

ROOT CAUSE PROCESS



RCA STEP 1: IDENTIFYING THE PROBLEM

RISK FORMULAS ARE USEFUL
FOR UNDERSTANDING
PROPORTIONAL AND
DISPARITY PATTERNS

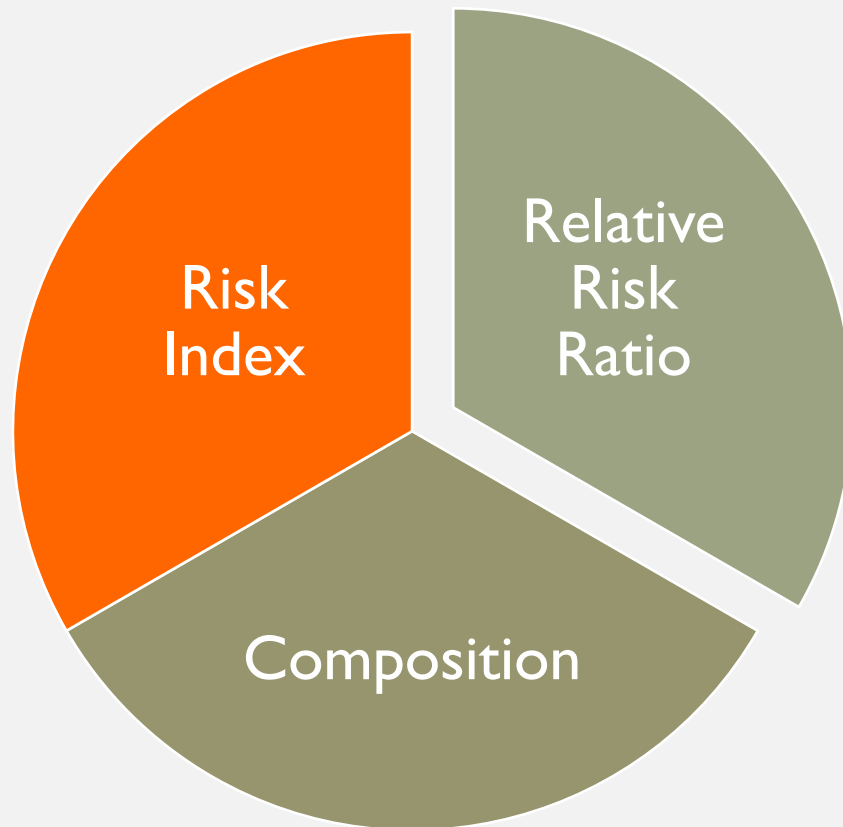
PREPARE TO CALCULATE RISK IN VARIOUS CATEGORIES

$$r + v = 6$$

$$v=3 \quad r=?$$



THREE METHODS



RISK INDEX

- Rate or amount of risk students of a particular racial/ethnic group have of falling into a particular category



RISK

Risk Rate =

Number students in
AP/Honors *divided* by Total
number of students *multiplied*
by 100

Risk Rate =

_____ ÷ _____ x 100

RISK

Risk Rate =

Number students in special
education *divided by* Total
number of students *multiplied*
by 100

Risk Rate =

$$4,462 \div 34,093 \times 100 = 13\%$$

NUMBER OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White (not Hispanic Origin)	Multiracial	Total
Number of students with IEP	7	17	26	492	473	15	1,030
Number of students enrolled in district	52	268	138	2,555	3,710	141	6,864

X 100 = _____

CALCULATE RISK INDEX

	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White (not Hispanic Origin)	Multiracial	Total
Number of students with IEP	7	17	26	492	473	15	1,030
Risk Index	0.68%	1.65%	2.52%	47.77%	45.92%	1.46%	100%

COMPOSITION INDEX

- The proportion of students by race/ethnicity in a particular category compared to their overall enrollment



- For example, a higher percentage of Latino students in special education compared to their overall enrollment

COMPOSITION INDICES BY RACE/ETHNICITY

Number of students in a racial group *divided by* Total number of students *multiplied by* 100

Compared to

Number of SWD in a racial group *divided by* Total number of SWD *multiplied by* 100

Composition Index of District					
	Black	Hispanic	White	Asian	Total*
Total Enrollment	A # enrolled	B # enrolled	C # enrolled	D # enrolled	E Total # enrolled
District Composition =	A/E x 100	B/E x 100	C/E x 100	D/E x 100	

Composition Index of SWD in District					
	Black	Hispanic	White	Asian	Total*
SWD Enrollment	A # classified	B # classified	C # classified	D # classified	E Total # classified
SWD Composition =	A/E x 100	B/E x 100	C/E x 100	D/E x 100	

* Multiracial/Multiethnic and Native American Students are represented in the Totals

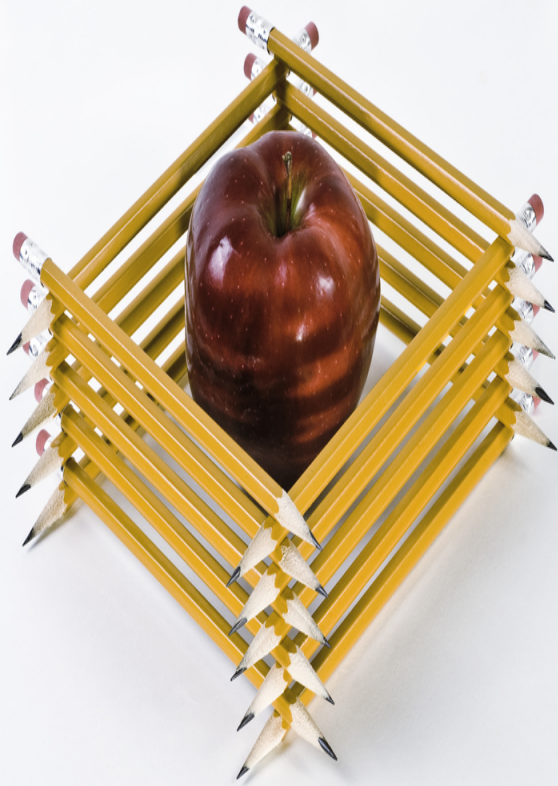
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Number of students with IEP	7	17	26	492	473	15	1,030
Risk Index	0.68%	1.65%	2.52%	47.77%	45.92%	1.46%	100%
Number of students enrolled in district	52	268	138	2,555	3,710	141	6,864
Risk Index	0.76%	3.90%	2.01%	37.22%	54.05%	2.05%	100%
Risk Index (within group)	13%	6.34%	18.84%	19.25%	12.74%	10.63%	15%

RELATIVE RISK RATIOS



- Risk for one group in relation to the risk for all other groups

1.0	Equal Risk
Above 1.0	Elevated Risk
Below 1.0	Lower Risk

RELATIVE RISK
RATIOS

RELATIVE RISK RATIO

Write the Formula:

$$\frac{(\text{Black SWD} \div \text{Black enrollment})}{[(\text{Total SWD} - \text{Black SWD}) \div (\text{Total enrollment} - \text{Black enrollment})]}$$

Insert the numbers
in the appropriate
places in the
formula:

$$\frac{(___ \div ___)}{[(___ - ___) \div (___ - ___)]}$$

Complete all of the
operations inside
the parentheses:

$$\frac{(______)}{\div [(______) \div (______)]}$$

Divide
inside the
brackets:

$$\frac{______}{\div ______}$$

RELATIVE RISK RATIO:

Write the Formula:

$$\frac{(\text{Black SWD} \div \text{Black enrollment})}{[(\text{Total SWD} - \text{Black SWD}) \div (\text{Total enrollment} - \text{Black enrollment})]}$$

Insert the numbers in the appropriate places in the formula:

$$\frac{(26 \div 138)}{[(1030 - 26) \div (6864 - 138)]}$$

Complete all of the operations inside the parentheses:

$$\frac{(0.188)}{[(1004) \div (6826)]}$$

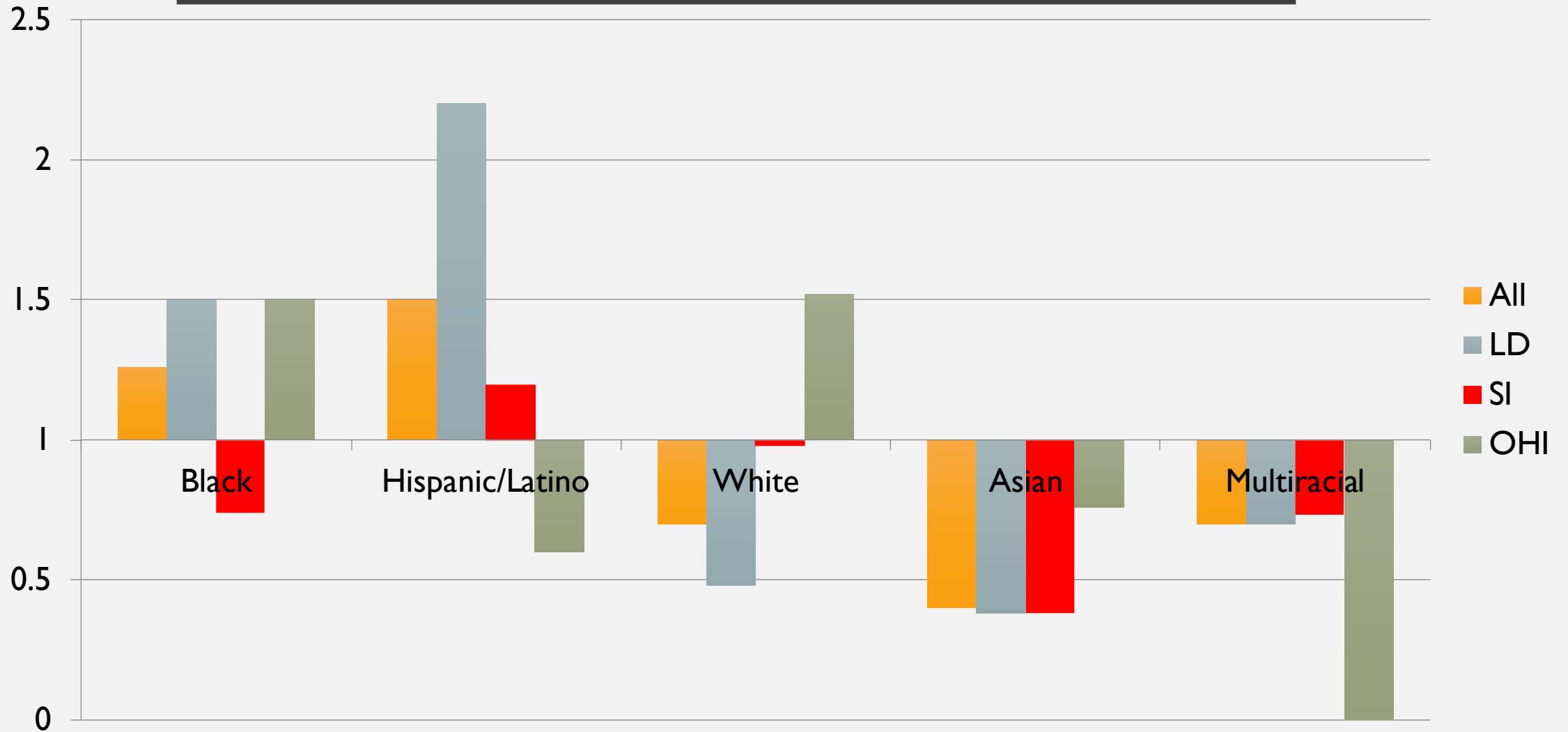
Divide inside the brackets:

$$\frac{0.188}{\div 0.147}$$

1.27

	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White (not of Hispanic Origin)	Multiracial	Total
Composition of students with IEP	0.68%	1.65%	2.52%	47.77%	45.92%	1.46%	100%
Composition of students enrolled in district	0.76%	3.90%	2.01%	37.22%	54.05%	2.05%	100%
Risk Index (within group)	13%	6.34%	18.84%	19.25%	12.74%	10.63%	15%
Risk Ratio			1.27				

RELATIVE RISK RATIO: 2012-13



Lunch Time



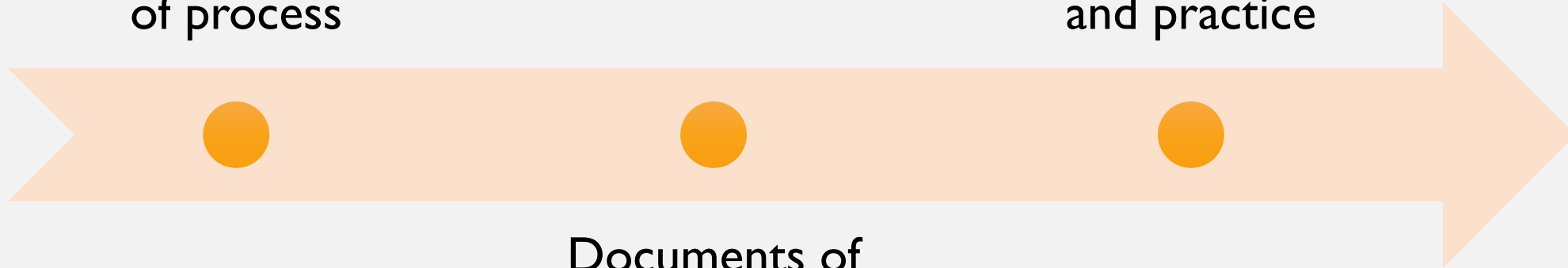
STEP 2: LOOKING AT PROCESS DATA

CONDITIONS FOR REVIEWING PROCESS DOCUMENTS

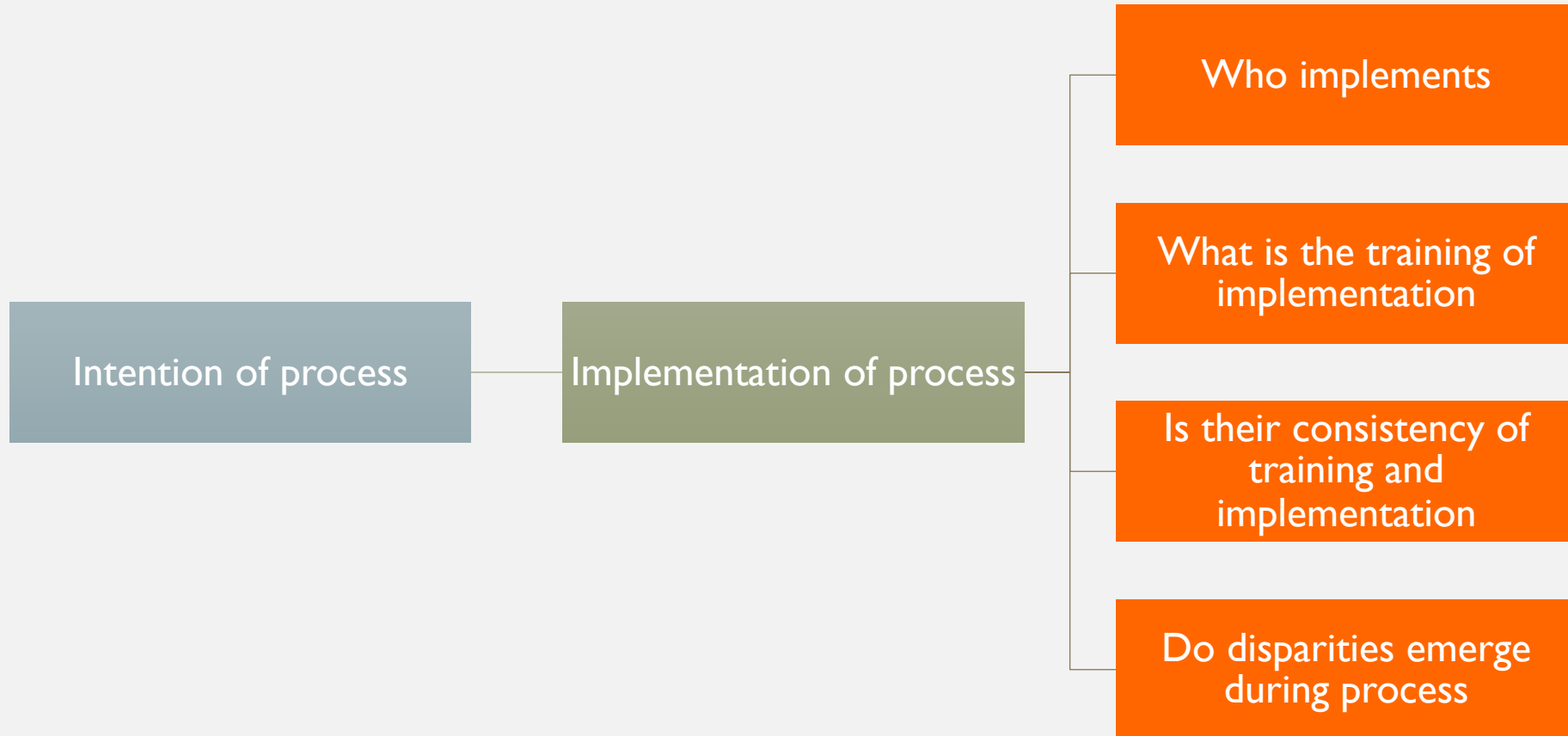
Team members
with understanding
of process

Manage personal
and practice

Documents of
practice/process



PROCESS ANALYSIS



SAMPLE HIGH SCHOOL

DISCIPLINE

Referral form

Radiocall to
office

RJ liaisons

District
Discipline
matrix

- Inconsistent usage and knowledge of referral form
- Inconsistent entry of discipline into IC
- RJ Liaisons (all Latina/o and Black) discussed race dynamics between students and teachers
- Tracked radiocalls during first 2 weeks of 10/2017
 - 97 calls
 - 80% from MS (78)
 - 50% from MS are math teachers (39)
 - 50% from math teachers from 1 teacher (19)

STEP 3:
OUTLINING THE
PROCESS GAPS
AND DISPARITY
OUTCOMES

**CRITICAL PROCESS
STEPS:**

1. CLEAR
IDENTIFICATION OF
PROCESS GAPS.
2. IDENTIFY THE HOW
PROCESS GAPS LEADS TO
OUTCOMES.
3. IDENTIFY
PRELIMINARY REMEDIES.
4. DISCUSS THE
QUESTION, IF THESE
IMPROVEMENTS OCCUR
WILL IT ENSURE
REDUCTION OF
DISPARITY PATTERNS?

Level 3 Analysis: Outcome + Process Data = Root Causes




Outcome Area (behavior or AP/honors): _____

School: _____

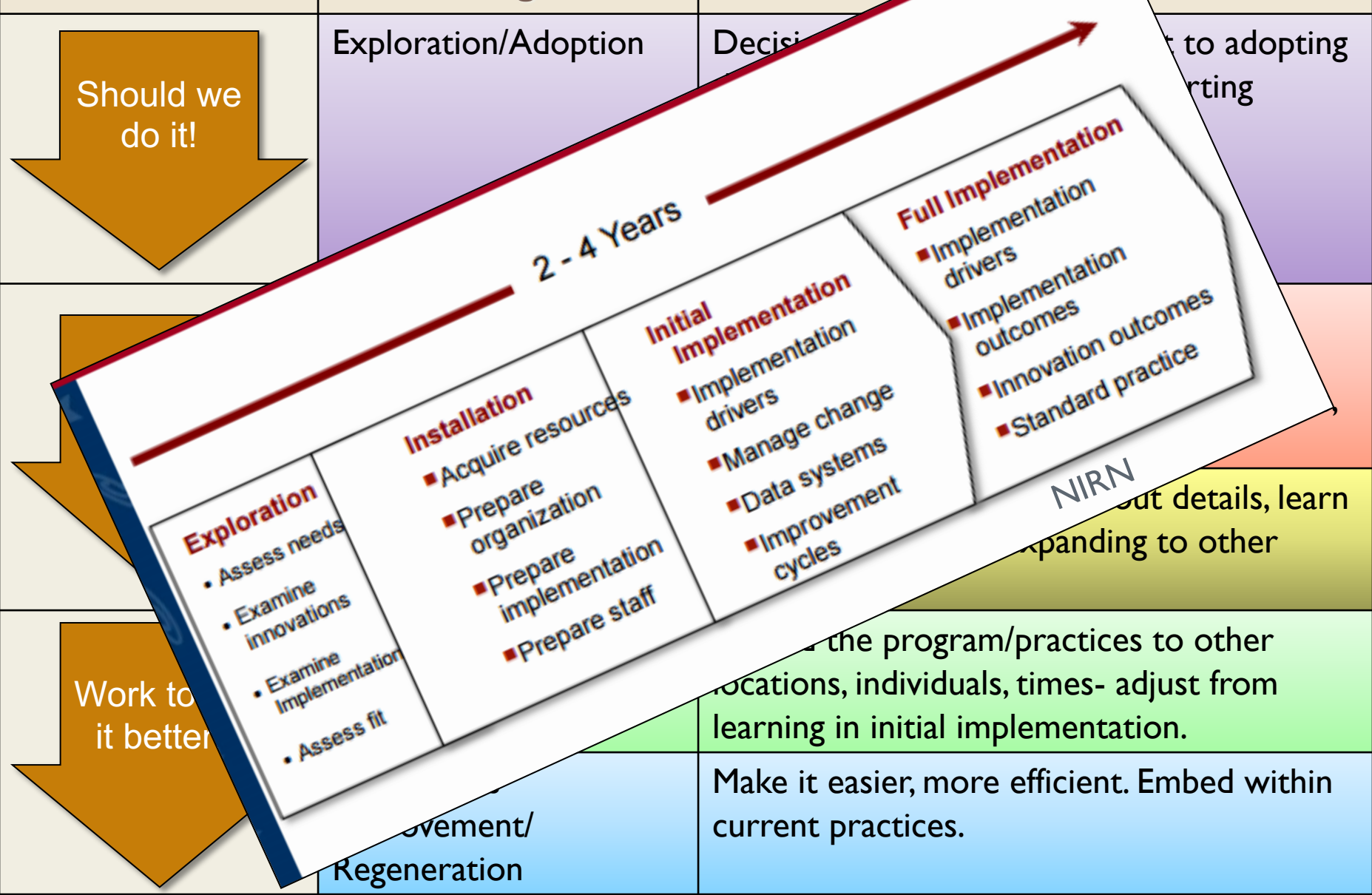
Identify Process Gaps	Identify how process gaps lead to outcomes	Preliminary remedies of process gaps

LET'S TALK
IMPLEMENTATION
FRAMEWORK OF
ACTION
PLANNING

STAGES OF IMPLEMENTATION (GOODMAN—ADAPTED FROM FIXSEN)

 <p>Should we do it!</p>	<p>Exploration/Adoption</p>	<p>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</p>
 <p>Work to do it right!</p>	<p>Installation</p>	<p>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.</p>
	<p>Initial Implementation</p>	<p>Try out the practices, work out details, learn and improve before expanding to other contexts.</p>
 <p>Work to do it better!</p>	<p>Elaboration</p>	<p>Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.</p>
	<p>Continuous Improvement/ Regeneration</p>	<p>Make it easier, more efficient. Embed within current practices.</p>

STAGES OF IMPLEMENTATION
(GOODMAN—ADAPTED FROM FIXSEN)



PART III: DEVELOP EQUITY DEFINITION

CHAPTER 5 ACTIVITIES:
UNPACKING OUR BELIEFS ACTIVITY

HOW DO WE APPROACH OUR
NEXT BELIEF ACTIVITIES

INTERVENTION STRATEGIES FOR REDUCING/INTERRUPTING IMPLICIT BIAS-BASED BELIEFS



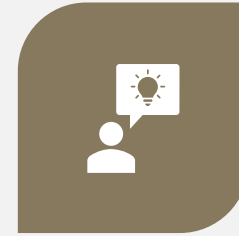
IMPROVED
DECISION-MAKING



COUNTER-
STEREOTYPIC
IMAGING



INDIVIDUATING



PERSPECTIVE
TAKING



INTERGROUP
CONTACT

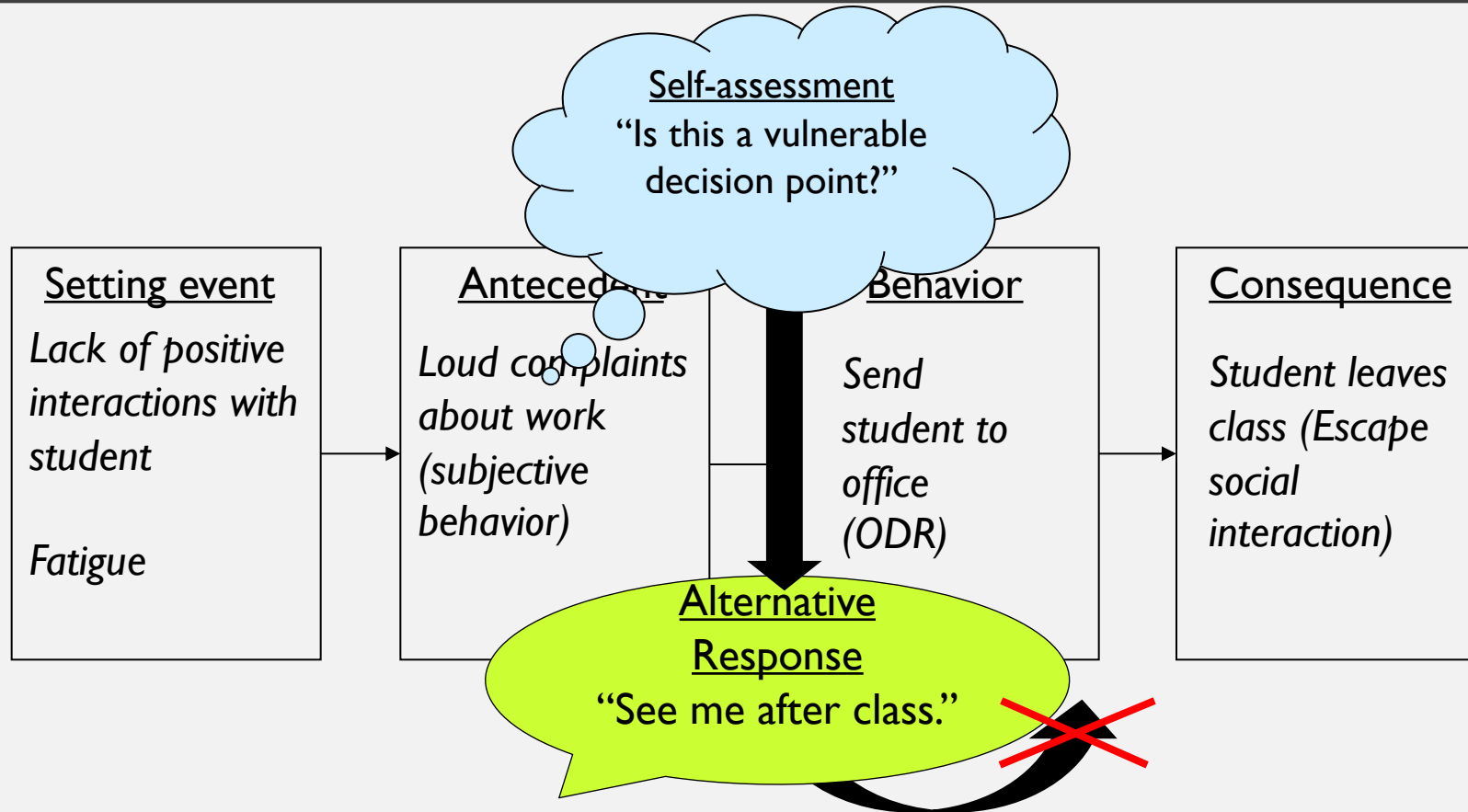
IMPROVED DECISION-MAKING

Slowing down; being more deliberate; removing discretion and ambiguity from decision-making:

Example: Vulnerable decision-point in PBIS (McIntosh & Hill, 2013), questioning protocol for MTSS/RTI

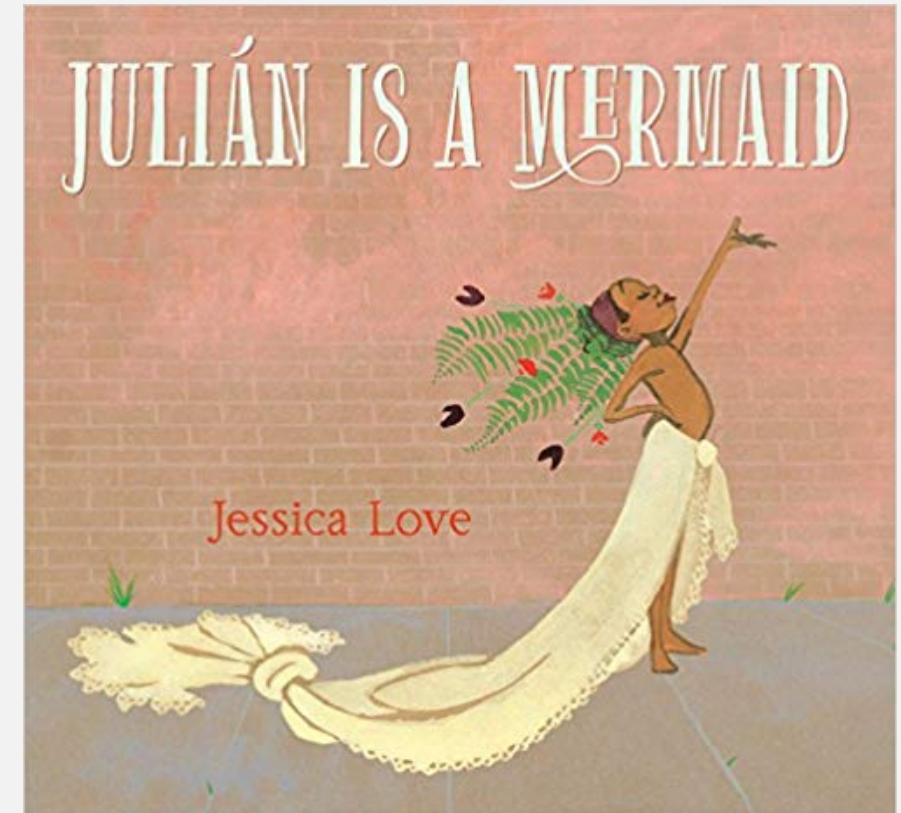
- “What assumptions have I made about the cultural identity, genders, and background of this child?”
- “When I see this behavior, what are my beliefs and values about that behavior?”

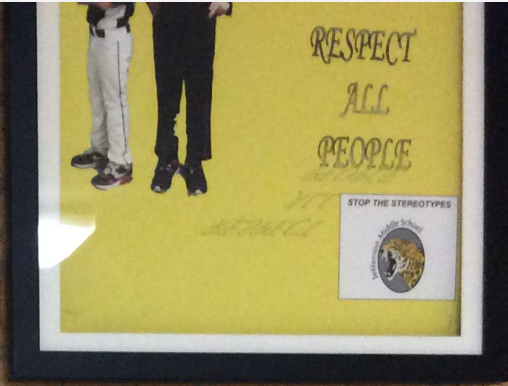
NEUTRALIZING ROUTINES FOR REDUCING EFFECTS OF **IMPLICIT BIAS**

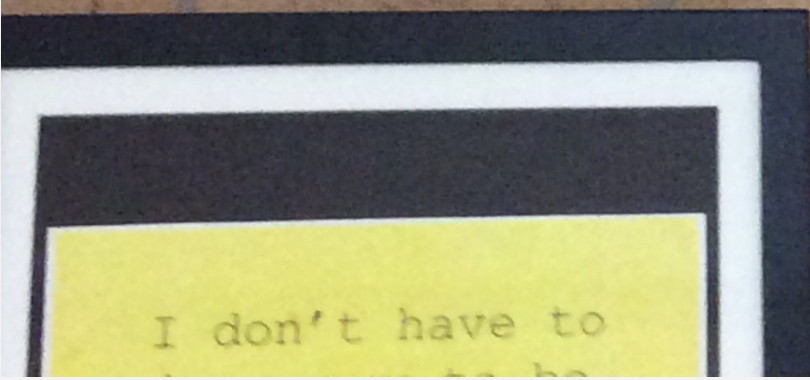
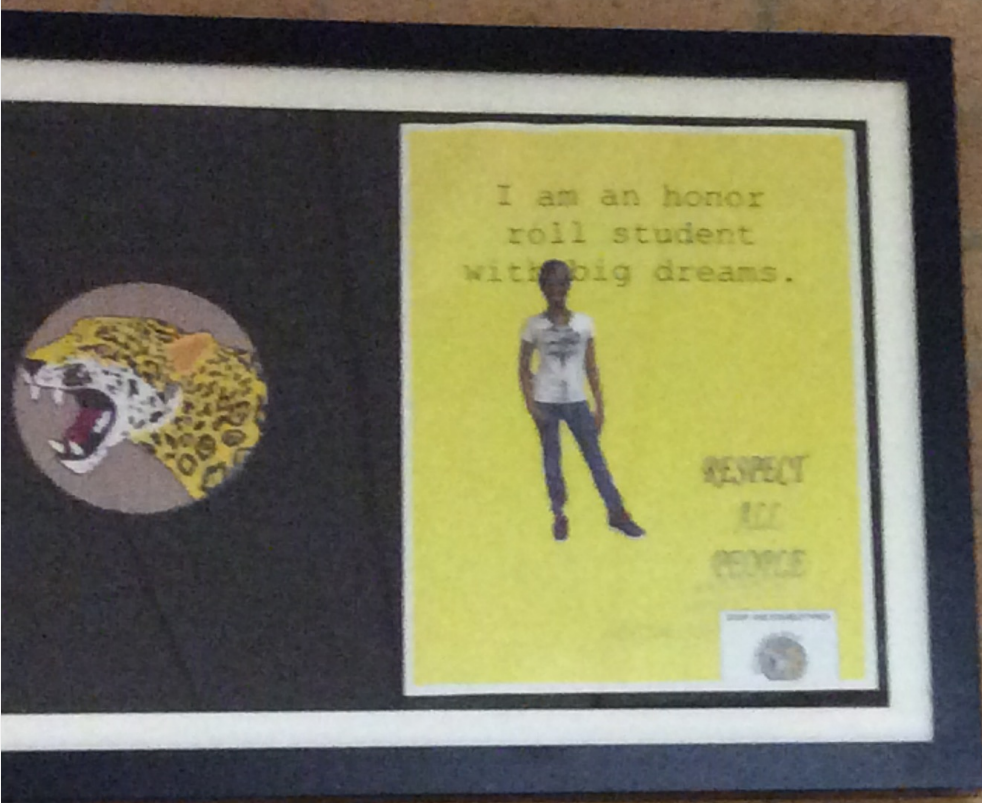


COUNTER-STEREOTYPIC IMAGING

- The subconscious power of pictures, images and symbols to create “identity safety” and reduce/counter negative biases.
- Example: *Classroom libraries, images on classroom walls, etc.*







INDIVIDUATING

- Using the power of regular, one-on-one conversations to see people for their individual qualities and attributes versus seeing them as part of a stereotypic group.
- *Mix-up small group continuously – genders, ability levels, linguistic capacity, races, ethnicities, etc.*
- *Activities: 2.7, 2.8*



Walking in someone else's shoes – taking on the first hand perspective -- of others (or the perceived other)



Examples:

Former Newark Mayor Cory Booker living on food stamps for a week

Book study: The Other Wes Moore, Why are all the Black kids sitting together, White Fragility, Schooling Resilience, Other People's Children, etc.

Activities: 2.1b, 2.3b, 2.9b

PERSPECTIVE TAKING

INTER-GROUP
CONTACT

Using the power of positive, sustained dialogue across different identity groups to support individuation, perspective taking and group re-categorization.



Example:

*Activities: 2.7, 2.8, option
activity 1-5*



NEXT STEPS

1. Develop equity team and conduct root cause analysis using chapters 3 and 4
 - a. Practice understanding of Bias-based Beliefs using chapters 1 and 2
2. Define school and district level reforms based on data-driven root cause analysis
3. Define process and appetite for developing equity lens using intervention activities in chapter 5



CLOSURE: FINDING OUR EQUITY VOICES